DOCUMENT RESUME

ED 180 934 SP 014 172

AUTHOR Von Fange, Theodore; Benson, Sterling
TITLE Competency Assessment Model: Development and Verification.
PUB DATE 78
NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Effective Teaching; *Growth Patterns; Models; Performance; *Personality; Teacher Attitudes; *Teacher Characteristics; *Teacher Education; *Teacher Evaluation; Teacher Participation; Teaching Experience; *Teaching Skills

ABSTRACT

The development of a model that would provide organized direction in describing the "competent teacher" is discussed. In a joint effort of practicing teachers and college of education personnel, the parameters for identifying behaviors of effective teachers were established. Six areas of competency were used--intellectual, personality, teaching skills, making knowledge meaningful, creating a desire for learning, and creating a desirable learning climate. For each area competencies are listed and specific ways of determining achievement of the competency are set forth. Included in this model is an instrument for self-evaluation by which participants may measure personal growth and change before, during, and after their teacher education program. A copy of the model is appended to this report. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180934

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Theodore von Fange
Sterling O. Benson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMPETENCY ASSESSMENT MODEL: DEVELOPMENT AND VERIFICATION

Category 3--Journal Manuscript

Dr. Theodore Von Fange, Head, Department of Education
Dr. Sterling Benson, Coordinator of Elementary Education
Bethany College, Lindsborg, Kansas 67456
913-227-3311 Ext. 171

SP 014 172

ABSTRACT:

COMPETENCY ASSESSMENT MODEL:
DEVELOPMENT AND VERIFICATION

The project of designing a competency assessment model was begun by conceptualizing "the competent teacher" by means of a pictorial representation. That portrayal provided the parameters for identifying behaviors of effective teachers. Input from various members of the teaching profession provided the information for the statement of various competencies which list has been verified by research. A joint effort of teachers and college of education personnel culminated in providing a series of appropriate specific determiners for each competency to enable observers to make objective judgments about teacher competency using rating scales provided.

Chief Institutional Representative

Theodore Von Fange
Dr. Theodore Von Fange

COMPETENCY ASSESSMENT MODEL: DEVELOPMENT AND VERIFICATION

The Model

It is a truism in educational research regarding teacher competency that those most directly involved in the teaching process are the last to be consulted for input. If progress is to be made, it seems imperative that researchers study the teacher behaviors that teachers consider essential.

With that conviction in mind, members of the education department at Bethany College developed a model which would provide direction in the awesome task of identifying crucial behaviors of effective teachers. It was agreed that the identified behaviors were to be observable.

After prolonged consideration about the approaches which might be used, it was decided to design a model which would provide organized direction in describing the "competent teacher."

It was, and continues to be, the contention of Bethany College that three major areas of emphasis are basic in selecting and developing teachers in an undergraduate program. These are knowledge, personality or quality of spirit, and teaching skills. The dynamic model pictured in Figure 1 conceptualizes the contention.

When students apply for admission to teacher education, they come with both an inherited potential and an experience base which have contributed to their having certain goals, objectives, habits, attitudes, values, and ideals. A college of education can accept neither credit nor blame for the degree of desirability with which it views the applicants.

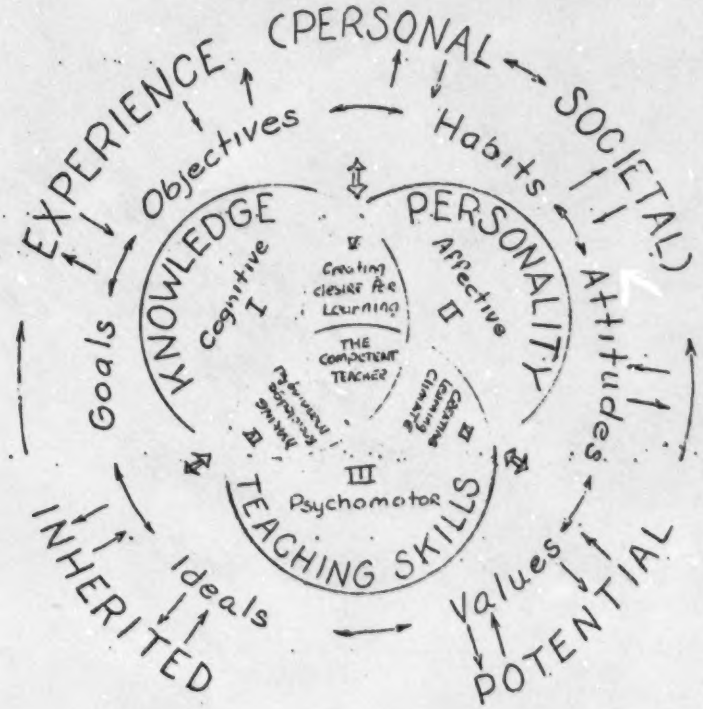


Figure 1--Basic Model Depicting The Competent Teacher

Via the model, the education department personnel sought to identify those qualities desirable in teachers. Thus, in addition to the basic three components, three

additional areas were mandated by the overlapping circles of the model. For example, the overlap of knowledge and teaching skills suggested that a competent teacher should be able to make knowledge meaningful to learners. One's personality, a vital element in human inter-relationships, undergirded by a knowledge of, and interest in, one's subject field, combines to enable the teacher to create a desire for learning by the student. Likewise the teacher's personality coupled with appropriate teaching skills enables the teacher to create a desirable learning climate. The adoption of the qualifying variables depicted in the model characterize what is referred to as "the competent teacher."

The open circular lines and the arrows in the model suggest a dynamic interplay between the depicted components under consideration. Efforts expended by teacher education agencies must identify and select those whose already formed personalities are viewed as desirable in teachers.

After adopting the model, Bethany College sought input from public school personnel, particularly those who were serving as cooperating teachers; from school administrators; from students who had completed their practicum; from graduates of the college who were contracted to teach; and from members of the education department.

Competencies identified by those contacted were classified according to the six areas in the model under consideration. The initial list was distributed to student teachers, cooperating teachers, and to education department personnel for critique. As a result of such exchanges, the following list of forty-one competencies was proposed and adopted in November, 1974 (Table 1).

Verifying the Model

During academic year 1976-1977 it was decided to research the entire thesis of college impact on undergraduate teacher development. The research study[1] had two purposes: to study the impact three selected stages in the lives of teachers have had on development of competency, and to develop a model for evaluating a teacher education program. The study questionnaire, Table 1, was sent to the elementary education graduates of the past ten years. Their perceptions about their developing professional competence was solicited.

The Likert scaling technique provided a means of self-assessment using the forty-one competency statements as the focal point. The two major cluster topics were designed to elicit responses that reflected

---

[1]Dr. Sterling Benson, "The Development of Teacher Competence: A Descriptive Study of Teachers' Perceptions of the Degree Prior Experiences, College Experiences, and Inservice Experiences Have Contributed to the Development of Forty-One Teacher Competencies" (Ph.D. dissertation, University of Nebraska, 1977).

Year Graduated _____
No. Years taught _____
No. Graduate hours _____

Bethany College Education Department
Assessment Questionnaire

Scale: 1—very little; 2—little; 3—some; 4—considerable; 5—great deal

Table 1

Competencies Bethany perceives to be possessed by a competent teacher	Degree you feel actually happened			Degree you feel it should have happened		
	Before Bethany teacher training	During Bethany teacher training	After Bethany teacher training	Before Bethany teacher training	During Bethany teacher training	After Bethany teacher training
I. INTELLECTUAL						
1. Possesses a breadth and depth of knowledge encompassing those aspects of learning for which certification is sought	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Possesses a knowledge of contemporary developments in curriculum materials for the area(s) of certification sought	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Demonstrates ability to determine home and community backgrounds of pupils in order to determine (a) reasons for specific pupil behaviors (b) unique needs of learners	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Demonstrates the ability to devise and carry out systematic self-evaluation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Possesses a well-developed philosophy of education which he/she can articulate to others	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
II. PERSONALITY						
1. Exercises self-control under trying conditions (emotional maturity)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Possesses physical stamina	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Demonstrates in his/her personal life a sensitivity to community expectations in the interest of improved support for education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Gives evidence of an integrated value system by which life is lived	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Demonstrates integrity in his/her dealings with people	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Is willing to expend time and energy as needed in fulfilling teaching responsibilities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Is punctual in meeting appointments and keeping schedules	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Is able to establish rapport and a professional relationship with parents, pupils, and peers	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Earns rather than demands respect	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Shows respect for the learner	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. Demonstrates a sense of humor: the ability to laugh at self	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
III. TEACHING SKILLS						
1. Maintains an effective balance of freedom and responsibility in the classroom	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Is able to develop both long range and short range instructional plans	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Is able to use a variety of methods which promote learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Is able to develop and use realistic and well-articulated instructional objectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Year Graduated _____
No. Years taught _____
No. Graduate Hours _____

Bethany College Education Department
Assessment Questionnaire

Scale: 1—very little; 2—little; 3—some; 4—considerable; 5—great deal

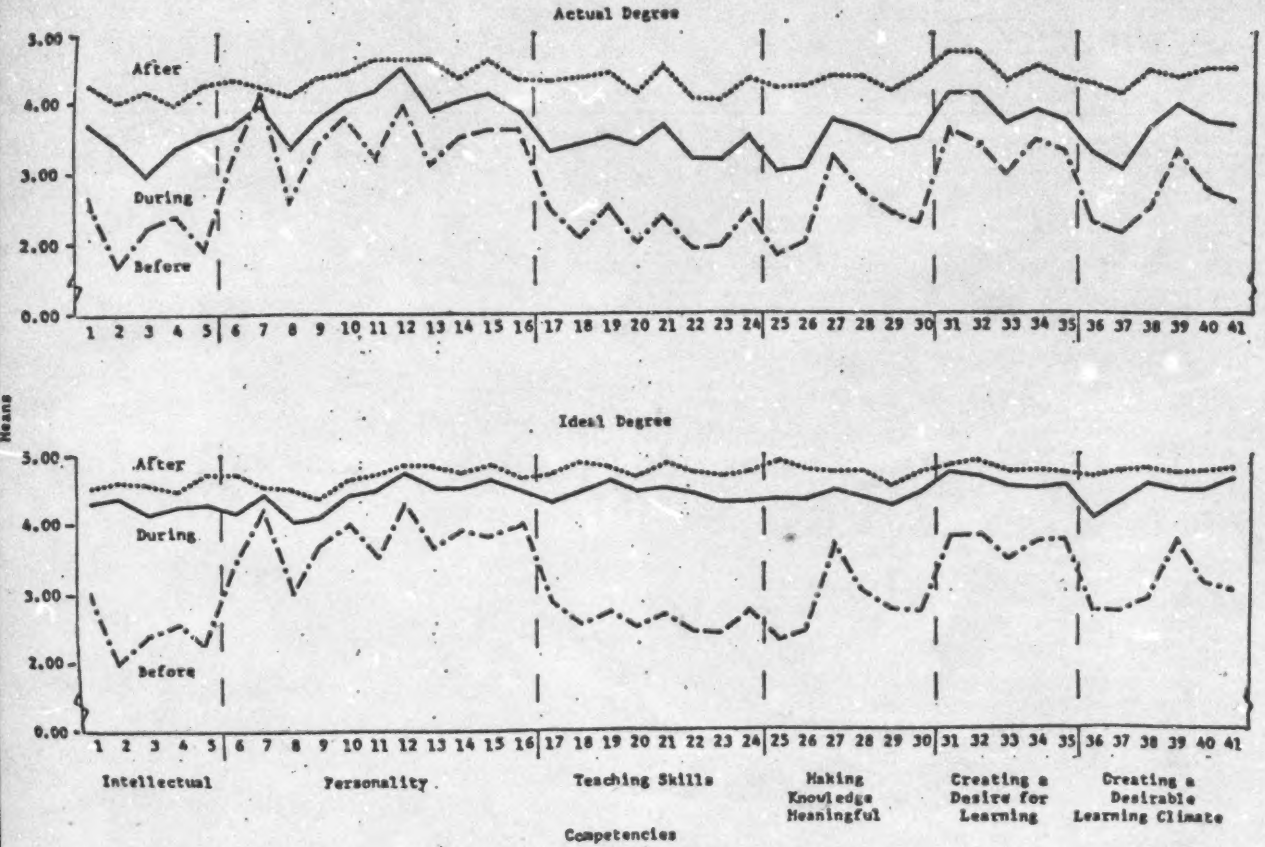
Competencies Bethany perceives to be possessed by a competent teacher	Degree you feel actually happened			Degree you feel it should have happened		
	Before Bethany teacher training	During Bethany teacher training	After Bethany teacher training	Before Bethany teacher training	During Bethany teacher training	After Bethany teacher training
5. Is able to locate and/or devise appropriate learning materials	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Can design and use a variety of techniques in evaluating the attainment of instructional objectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Provides for systematic feedback about performance on subject-matter assignments	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Possesses teaching skills to the extent that he/she is able to carry out teaching responsibilities while maintaining a well-rounded life style	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
IV. MAKING KNOWLEDGE MEANINGFUL						
1. Is able to identify pupil's level of learning and to prescribe the appropriate learning experiences	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Provides opportunity and guidance for pupils to become independent learners	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Communicates effectively verbally and non-verbally	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Is able to explain, illustrate, and/or clarify tasks to promote efficiency and effectiveness in learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Is able to operate and use effectively appropriate hardware and software	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Is able to organize content as necessary to assist learners	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
V. CREATING A DESIRE FOR LEARNING						
1. Is enthusiastic about his/her subject	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Uses honest and genuine encouragement to increase pupil's self-esteem	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Is an inquirer able to excite other learners	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Has empathy for learners	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Thinks creatively	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
VI. CREATING A DESIRABLE LEARNING CLIMATE						
1. Is able to analyze teacher behavior and predict pupil behaviors generated by it	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Is able to determine causes rather than mere symptoms in improving undesirable pupil behavior	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Maintains classroom discipline conducive to learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Utilizes good housekeeping habits in care of classroom and equipment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Organizes and arranges classroom to promote learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Uses a variety of motivational techniques in stimulating pupil learning activities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

their perceptions of what actually happened in their professional growth and their perceptions of what should have happened, the ideal.

Both clusters had three scaling criteria: experiences prior to teacher preparation, experiences during teacher preparation, and those after graduation. The responses were translated into a computer program designed to compute a series of statistical tasks. The first task was to compute the means for each item of each cluster which became the plotting point for the growth profile (Figure 2). Differences between the means for each item within each cluster were computed. The results reflect the degree of growth each stage of the continuum contributed toward that competency.

It was graphically illustrated that there is a definite growth pattern associated with the three stages in the lives of teachers. Those competencies associated with inner personal traits and interpersonal relationships were definitely associated with stage one growth prior to pre-service. Competencies associated with stage two growth, during pre-service, centered on knowledge and basic teaching skills, whereas those which required knowledge and skills tempered with experience were identified with growth during stage three.

Figure 2. Growth Profiles--Total Population (n=91)



The largest variations between the "actual" and the "ideal" perceptions were in stage two responses. The "ideal" responses were very closely allied with the "ideal" pictured in stage three suggesting that undergraduate teacher preparation needs to be more relevant to the actual teaching situation.

Program Evaluation

A second task was performed to compute a measure of difference of the means of each item in the "actual" cluster with its corresponding item in the "ideal" cluster for stage two. This was designed to reflect the "degree of satisfaction" the graduates felt about their undergraduate elementary teacher preparation.

Two other analyses of stage two were undertaken using a Z Score technique. The first analysis ranked the Z Score values of the mean differences between the "actual" and the "ideal." Those competencies which ranked one standard deviation and above were targeted as a core set of competencies which needed study for further planning and revision. This same procedure was performed on the data of sub-groups within the total population. Those who had taught one to five years, those who had taught over five years, those with zero to fifteen graduate hours, and those with over fifteen graduate hours were thought to have

special needs from those of the total population which was in fact true. Seven competencies were identified by the total population to which four additional competencies were identified by sub-group analysis.

A second analysis was performed by simply transforming the "actual" mean scores into Z Scores. Those which ranked one standard deviation and below were compared with the list of identified competencies above. Two additional competencies were identified as needing additional emphasis in the preparation program. A total of thirteen competencies was identified and targeted as a basis for program planning and revision. This core set of competencies could be summed up as needs for better organizational skills and tools for determining individual pupil needs in terms of background, performance, and progress.

Built into this evaluation model was a feature which was performed on the difference between the means of the other two stages which measured the "need intensity" for inclusion in the undergraduate program. If the difference in the means was above .549 value, mid-point of any unit difference, it was interpreted to mean that the program could have had an effect on development even though the greatest developmental input may have come from one of the other stages. With this feature, the graduate's response could be interpreted to mean that, although the undergraduate

program had little input, the question remained whether it should have had. It was found that four competencies associated with stage one could be enhanced. The graduate felt that the undergraduate program should have a greater role in fleshing out the potential inner personal development of humor, enthusiasm, empathy, and creative thinking.

Revision of Instrument

During the time the second phase of the research was being conducted, an additional thrust was decided upon as a result of input by college supervisors and cooperating teachers. Their expressed need was the inclusion of clues or guidelines to aid the observer in marking the form objectively.

To accomplish that task, public school teachers were invited to participate in a workshop to develop specific determiners. Eighteen cooperating public school teachers enrolled in the workshop with the agreement that the group would meet weekly during the semester to accomplish the task described. Teachers represented four school districts and a variety of disciplines including elementary education. Three members of the Bethany education department joined the group. The effort culminated in a slightly revised statement of competencies and a specification of determiners which made it possible to use the

assessment form with increased confidence in reliability. The present competencies, together with their specific determiners, are presented in Table 2.

Having attempted to use a systems design to determine the terminal expectations of teacher education graduates, and having employed a series of techniques for involving practitioners in the field in the entire process from development to research to revision, we are convinced that the focus on competency is a valid one when competencies are stated in comparatively broad specifications rather than in minute detail. We are convinced also that teachers are able and willing participants in what they regard as a worthwhile project.

The final stage of program development is to revise and/or devise the series of experiences which assure the opportunity for each of those accepted into the teacher education program to demonstrate the identified behaviors. That challenge remains.

Table 2 Competency Assessment

Revised January, 1977

This expanded form illustrates some of the observable behaviors which indicate whether a competency has been attained. It is neither an exhaustive list nor is it intended that each of the suggested behaviors needs to be demonstrated. If the competency is frequently observed, mark the 5 on the single page form; if sometimes observed, mark the 4; if the competency is not observed, mark the 3; if it should have been used to promote learning on occasion, but wasn't, mark the 2; if the behavior should have been used frequently to promote learning, but wasn't, mark the 1.

Intellectual

Competency	Specific Determiners
1. Possesses a breadth and depth of knowledge encompassing those aspects of learning for which certification is sought.	a. adds background information to the subject b. makes accurate statements within the field c. displays the ability to field questions adequately and with assurance
2. Possesses a knowledge of contemporary developments in curriculum materials for the area(s) of certification sought.	a. incorporates the above in careful planning b. implements and adapts new developments in the classroom c. shares new information with the cooperating teacher
3. Demonstrates ability to determine home and community backgrounds of pupils to determine reasons for specific pupil behaviors.	a. discusses problems tactfully with individual concerned b. seeks information from other qualified personnel
4. Demonstrates the ability to devise and carry out systematic self-evaluation.	a. is realistic in self-evaluation b. listens to feedback from students and supervisors c. invites the principal or other teachers to evaluate d. uses tape or video-recorder in classroom

5. Possesses a philosophy of education which he/she can articulate to others. (Philosophy need not agree with cooperating teacher's)	a. can state assumptions underlying actions b. implements his/her philosophy in the classroom c. shows willingness to change that philosophy when situation warrants d. tolerates cooperating teacher's philosophy even when not agreeing with it

Personality

1. Exercises self-control under trying conditions. (Emotional maturity)	a. demonstrates self-assurance, stability, and patience b. shows honest emotions without losing control c. represses all dehumanizing comments and actions d. is consistent in classroom behavior
2. Possesses physical stamina.	a. completes tasks b. exhibits good health c. is regular in attendance d. shows vitality in presentations e. avoids using ill health as an excuse for not carrying out responsibilities
3. Demonstrates in his/her personal life a sensitivity to community expectations in the interest of improved support for education.	a. demonstrates civic awareness b. respects mores and attitudes of the community by his/her actions and expressed attitudes c. asks questions about community expectations
4. Demonstrates integrity in his/her dealings with people.	a. is professional in use of confidential information b. refuses to gossip c. avoids destructive comments d. deals honestly with people e. treats others as he/she wants to be treated

5. Is willing to expend time and energy as needed in fulfilling professional responsibilities.	a. is willing to stay beyond required time when specific assigned duties b. spends time needed to learn use of unfamiliar equipment c. attends faculty meetings and workshops
6. Is punctual in meeting appointments and keeping schedules.	a. arrives on time for school and for specific assigned duties b. maintains clerical records accurately c. notifies cooperating teacher of matters which interfere with professional schedule
7. Is able to establish rapport and a professional relationship with pupils, peers, staff, and parents.	a. expresses positive relationships with others b. maintains friendly atmosphere with students without becoming a "buddy" c. abides by policy handbook of school d. is congenial with all school personnel e. is impartial in dealing with students f. is generally cooperative
8. Demonstrates positive human relationships.	a. accepts individuality of students b. finds and builds on strengths of students c. shows feeling of self-worth d. doesn't hide behind position e. shows respect for the learner f. demonstrates a sense of humor; the ability to laugh at self
9. Avoids distracting mannerisms.	a. has pleasamt, well-modulates voice b. avoids slang, trite expressions c. uses appropriate gestures to enhance the presentation d. moves comfortably around the room

e. doesn't need a physical crutch
f. doesn't constantly worry about cosmetic appearance

Teaching Skills

1. Maintains an effective balance of freedom and responsibility	a. recognizes varying abilities of different classes to handle freedom b. exercises professional judgment c. organizes, develops, and executes a personal teaching agenda
2. Is able to develop both long range and short range instructional plans.	a. develops and uses realistic and well-articulated instructional objectives b. develops sequential learning experiences c. reorganizes lesson plans as necessary
3. Is able to use a variety of methods which promote learning.	a. senses when a change in method is needed b. uses lecture, discussion, inquiry, reports, demonstration, laboratory practice, games appropriate to the subject matter, field trips etc. as needed
4. Is able to locate and/or devise appropriate learning materials.	a. asks questions as to location, availability of learning materials b. is able to devise alternatives to texts c. has file of sources of supplementary materials, freebies, complementary instructional materials, resource people d. is aware of budget limitations
5. Can design a variety of techniques for evaluating attainment of instructional objectives.	a. does not rely only on written tests b. avoids patterns in testing c. formulates precise questions

6. Uses a variety of evaluative techniques when measuring the attainment of objectives.	a. makes on-the-spot evaluations b. observes progress c. uses pre and post testing d. uses time-spaced follow-up activities
7. Provides for systematic feedback about performance on subject matter assignments.	a. provides reinforcement through various techniques b. returns papers promptly
8. Possesses teaching skills to the extent that he/she is able to carry out teaching responsibilities while maintaining a well-rounded life style.	a. develops plans efficiently b. manages time well c. takes part in outside of school interests and activities

Making Knowledge Meaningful

1. Is able to identify pupil's level of learning and to prescribe the appropriate learning experiences	a. paces assignments according to ability b. inquires about ability level of learners c. pretests for direction, intensity, and magnitude of pupil's experiences d. provides for individual differences
2. Provides opportunity and guidance for pupils to become independent learners.	a. provides learning centers or resource materials b. provides incentive opportunities above and beyond requirements for passing c. encourages student involvement in planning learning experiences
3. Communicates effectively verbally and nonverbally.	a. uses vocabulary at level of learner b. has eye contact with learners c. does not speak too rapidly or slowly d. tolerates silence (encourages thinking) e. uses the five senses appropriately f. uses body language effectively

	g. explains, illustrates, and/or clarifies tasks to promote efficiency and effectiveness
4. Uses hardware and software effectively.	a. checks operation of equipment prior to using b. uses a variety of media c. avoids overuse of one media
5. Is able to structure learning as necessary to assist learners.	a. is resourceful and adaptable b. is flexible in use of lesson plans c. incorporates values in lessons d. builds on student interests

Creating a Desire for Learning

1. Is enthusiastic about his/her subject.	a. students pay attention, do extra work b. promotes student interest and attitude development c. participates in learning rather than just giving directions d. shares interests, attitudes, possessions
2. Uses honest encouragement to increase pupil's self-esteem.	a. models or mirrors positive self-esteem b. praises efforts and challenges student to improve c. helps student accept constructive criticism
3. Is an inquirer able to excite other learners.	a. is curious, reflective, and probing b. exhibits inductive and deductive reasoning c. relates experiences from outside the classroom d. leads students to discover and/or explore the subject on their own e. shows pleasure in learning and sharing new information

4. Has empathy for learners.	a. is an attentive listener and observer b. shows support especially during crises c. uses good judgment in length and scope of assignments d. recognizes limits of student's background e. avoids interrupting students during study time f. doesn't allow sympathy to lead to awarding unearned grades
5. Thinks creatively.	a. demonstrates new possibilities, i.e. new connections among relationships b. is innovative, spontaneous, responsive to new needs c. makes a learning experience out of unexpected situations d. adapts and makes use of surroundings, time, available equipment, and/or supplies e. isn't tied to textbook; doesn't have to be told to every move to make

Creating a Desirable Learning Climate

1. Is able to analyze teacher behavior and predict pupil behaviors generated by it.	a. follows his/her rules and instructions b. does not use bad days or situations as a crutch for conflict in relationships c. apologizes for and amends behavior which has caused unfavorable reactions d. recognizes that believing in a student helps him/her succeed
2. Is able to determine causes rather than mere symptoms of pupil behavior.	a. sees pupils as individuals b. is aware that surroundings can cause problems (heat, light, seating) c. recognizes symptoms that can be caused by physical disorders (asthma, etc.)

	d. picks up on clues that may be indicative of a plea for help e. takes into consideration need of school and/or weather changes etc. in corrective measures
3. Maintains classroom conducive to learning.	a. follows school and classroom policies regarding conduct b. makes pupils aware of their responsibility for their own behavior c. knows proper action to take when there is disruptive behavior (private conference, changed seating, removal from class) d. has alternatives in mind e. conveys dislike of actions, not of persons
4. Utilizes good housekeeping habits in care of classroom and equipment.	a. teaches respect for property of others b. checks out equipment rather than just taking it c. returns booksand equipment to the proper place at the proper time d. checks lights, curtains, temperature, etc. e. organizes material for ready access f. knows and observes safety rules g. erases board for next teacher h. respects cost of materials
5. Organizes and arranges classroom to promote learning.	a. fits classroom to different learning situations b. recognizes physical and emotional limitations of pupils c. keeps bulletin boards attractive, pertinent, and changes them frequently d. makes appropriate use of learning centers

6. Uses a variety of motivational techniques in stimulating learning activities.	a. is innovative in methods and procedures b. uses aids and materials efficiently c. uses newspaper as a motivational technique d. uses appropriate puzzles and games e. stimulates interest by arousing curiosity

BETHANY COLLEGE, LINDSBORG, KANSAS
Report of Observation of Student Teacher

Name ..... Date .....

School ..... Subject-Grade .....

Cooperating Teacher ..... College Supervisor .....

Intellectual

	5	4	3	2	1
1. Breadth and depth of knowledge					
2. Knowledge of curriculum development					
3. Ability to determine pupil background					
4. Systematic self-evaluation					
5. Well developed philosophy of education					

Personality

	5	4	3	2	1
1. Exercises self-control					
2. Possesses physical stamina					
3. Sensitive to community expectations					
4. Demonstrates integrity					
5. Meets professional responsibilities					
6. Is punctual					
7. Has good rapport					
8. Demonstrates positive human relationships					
9. Avoids distracting mannerisms					

Teaching Skills

	5	4	3	2	1
1. Effective balance of freedom & responsibility					
2. Develops instructional plans					
3. Uses a variety of methods					
4. Provides appropriate learning materials					
5. Designs a variety of evaluation techniques					
6. Uses a variety of evaluating techniques					
7. Provides systematic feedback					
8. Leads a balanced life					

Making Knowledge Meaningful

	5	4	3	2	1
1. Identifies pupil's level of learning as basis for teaching					
2. Encourages independent learning					
3. Communicates effectively					
4. Uses hardware and software effectively					
5. Structures learning to assist learners					

Creating a Desire for Learning

	5	4	3	2	1
1. Is enthusiastic					
2. Uses encouragement					
3. Is an inquirer able to excite learners					
4. Has empathy for learners					
5. Thinks creatively					

Creating a Desirable Learning Climate

	5	4	3	2	1
1. Analyzes teacher behavior and its effect on pupils					
2. Determines causes rather than symptoms of pupil behavior					
3. Maintains classroom discipline					
4. Uses good housekeeping habits					
5. Organizes & arranges classroom to promote learning					
6. Uses variety of motivational techniques					

Comments:

a) Strengths:

b) Aspects needing attention: